

**Texas Education Agency
Standard Application System (SAS)**

2014-2016 Technology Lending Program Grant

Program authority:	General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; TEC, Chapter 31, Section 31.021(f) and Chapter 32	FOR TEA USE ONLY <small>Write NOGA ID here:</small>
Grant period:	October 1, 2014, to August 31, 2016	<div style="border: 1px solid black; padding: 5px; transform: rotate(-90deg); transform-origin: center;"> RECEIVED TEXAS EDUCATION AGENCY MAY 12 PM 12:13 TECHNICAL GRANTS </div>
Application deadline:	5:00 p.m. Central Time, May 13, 2014	
Submittal information:	Four complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494	
Contact information:	Kathy Ferguson: techlending@tea.state.tx.us; (512) 463-9400	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
Kopperl Independent School District	018-907	Kopperl School 018-907-001	
Vendor ID #	ESC Region #	US Congressional District #	DUNS #
74-1994608	12	25	100671874
Mailing address		City	State ZIP Code
PO Box 67		Kopperl	TX 76652-

Primary Contact

First name	M.I.	Last name	Title
Katrina		Adcock	Principal
Telephone #	Email address		FAX #
254-889-3502	katrina.adcock@kopperlisd.org		254-889-3443

Secondary Contact

First name	M.I.	Last name	Title
Cindy		Vanlandingham	Technology Director
Telephone #	Email address		FAX #
254-889-3502	cindy.vanlandingham@kopperlisd.org		254-889-3443

Part 2: Certification and Incorporation

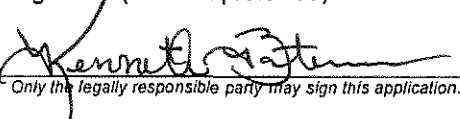
I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Kenneth		Bateman	Superintendent
Telephone #	Email address		FAX #
254-889-3502	kenneth.bateman@kopperlisd.org		254-889-3443

Signature (blue ink preferred)

Date signed


Only the legally responsible party may sign this application.

5/9/14

701-14-107-072

Schedule #1—General Information (cont.)

County-district number or vendor ID: 018-907

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 018-907

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
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No fiscal-related attachments are required for this grant.

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
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No program-related attachments are required for this grant.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 018-907

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home.
5.	The applicant understands that equipment purchased with Technology Lending Program Grant funds is the property of the district or charter school.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has an approved 2013-2014 district technology plan on file with TEA. The applicant understands that if an approved 2013-2014 district technology plan is not on file with TEA at the time the application is submitted to TEA on the application due date, the application is not eligible to be funded.
11.	The applicants assures that it is at Developing or higher Level of Progress in Teaching and Learning and in Educator Preparation in their Texas Campus School Technology and Readiness (STaR Chart) report for the 2012-2013 school year.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into school district or open-enrollment charter school's technology plan.
12.	The applicant assures that appropriate professional development has already been provided for teachers in the use of digital content or that appropriate professional development will be provided within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation.
13.	The applicant assures that a minimum of 50% of the funds awarded will be spent within the first four months of the grant period (i.e., October 1, 2014-February 1, 2015), and that 100% of the funds will be expended no later than the end of the 1 st year of the grant period (i.e. August 31, 2015) to ensure full program implementation through August 31, 2016.
14.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data.

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 018-907

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Overview of Program The center-piece of this project is a technology lending program for Kopperl ISD (KISD), a small, rural district, with large percentages of economically disadvantaged students who have limited access to technology in the classroom and at home. KISD is requesting grant funds to expand the existing technology lending program, which consists of iPods, iPads, and laptops. This project will directly benefit 2nd–5th grade students and teachers. *The goal of this project is to provide all 2nd–5th grade students, particularly economically disadvantaged students and those with learning disabilities, with technology for new and extended-learning opportunities 24 hours a day, 7 days a week as part of a 21st century learning environment.* This goal directly relates to the overall goal of KISD, which is to *promote innovation and educational excellence.* It is also relates to the districts' goal of *engaging each and every student through the use technology and extended learning opportunities and achieving TARGET TECH level on the campus STaR chart.*

Budget The Technology Leadership Team (TLT) developed a comprehensive budget in the amount of \$57,760. Google Chromebooks with a carrying case will be purchased for the 2nd–5th grade lending program because they are a user-friendly technology tool, age-appropriate for young learners, durable to take home, and affordable. The students will use Chromebooks, online digital instructional materials that are aligned with TEKS and STAAR, and Internet on a daily basis for: 1) differentiated instruction for the diverse learners, as some students need academic acceleration or remediation on a daily basis; 2) project-based learning; 3) build technology literacy; and 4) and develop a solid foundation in the core curriculum areas of math, science, reading, and ELA in order to reach challenging academic standards. In addition to purchasing Chromebooks, KISD will buy charging carts to charge the Chromebooks when not in use. The district will purchase wireless routers and an AT&T data plan so the students can use the Chromebooks at home for on-demand, anytime, anywhere extended learning. Learning and mastering educational concepts at a young age takes practice and Chromebooks, along with online instructional materials and the Internet can help students reinforce the skills taught during the school day. The budget will also include insurance for the Chromebooks in the event they are damaged, lost or stolen.

Demographics Geographically, Kopperl ISD is the heart of the small, rural, Central Texas community of Kopperl. Kopperl is so small there is no Sylvan Learning Center or Boys or Girls Club within the community or nearby. Most community events take place at KISD, which consists of one campus, Kopperl School, a Title 1 Campus. The school serves approximately 246 students in grades Prek-12. Ethnically, 90% of the students enrolled are White and 8% are Hispanic. Financially, KISD operates with VERY limited financial resources. A large portion of the school district revenue comes from property taxes and most property in Kopperl is agricultural exempt. As a result, the property value is reduced and fewer tax dollars are collected by the school district. The district also receives limited Title II Part D funding for technology and must allocate this money to equipment repairs and upgrades. Few dollars are available for new technology or software purchases **THUS SEVERELY LIMITING STUDENTS' ACCESS TO TECHNOLOGY.** Academically, the PreK-12 students have many challenges to overcome as an overwhelming 69.9% are economically disadvantaged, 20.7% are identified as at-risk, and 22% are highly mobile. These economically disadvantaged, at-risk and highly-mobile students are low performers on state assessment tests when you compare their scores to the general population. Furthermore, of the 2nd–5th grade students surveyed, 16 students (23%) indicated they do not have Internet Access at home.

Needs Assessment Process Planning for the project involved a comprehensive needs assessment process led by the Technology Leadership Team (TLT). They reviewed K-12 student data, the district and campus technology infrastructure, and professional development data. They used the data to pinpoint strengths and weakness, identify specific needs as well as prioritize campuses, subject areas and grade levels AND develop the project goals, activities and budget.

Management Plan The Superintendent will have final oversight and decision-making over the program. He will meet with the principal, technology director, and business manager on a regular basis to ensure the project is being implemented on-time and within budget. The Campus Principal will serve as the Project Manager and will conduct classroom observations and review lesson plans to ensure teachers are integrating the Chromebooks, online educational curriculum, Google Educational Apps, and the Internet into the instructional process. The Technology Director will purchase Chromebooks, the data plan, and insurance. She will organize the "2nd–5th Grade "Chromebook Roll Out." She will ensure all digital educational materials and resources are accessible at school and through the loaned Chromebooks. She will ensure the Chromebooks are interoperable with other technology components in the classroom,

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 018-907

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

and throughout the school campus, and will ensure students have Internet access while at home. She will manage the local WiFi network, be responsible for maintaining and accounting for all equipment, and provide the teachers and students with ongoing technical and pedagogical support. The Business Manager will be responsible for the financial management of the grant. She will maintain all financial records according to local and TEA guidelines. The Technology Leadership Team (district and campus administrators, teachers, parents, community members) will conduct the project evaluation.

Evaluation The Technology Leadership Team will collect qualitative and quantitative data to determine the extent to which the activities of the project are being implemented as planned; how effective the activities are in meeting the stated goals and objectives; and what impact the lending project is having on the program participants. Based upon the data collected, they will make recommendations to the KISD lending project.

Statutory Requirements Throughout this grant application Kopperl addresses the 2 statutory requirements:

Requirement 1: how applicant will use funds to implement or enhance a technology lending program to loan students the equipment necessary to access and use electronic instructional materials. Specifically, KISD will use grant funds to purchase Chromebooks to expand the existing technology lending program into grades 2 –5. The Chromebooks will be checked-out daily for home use to access the Internet and a variety of electronic instructional materials so students can engage in project-based and enrichment learning.

Requirement 2: Use of Instructional Materials Allotment (IMA) and other funding sources to ensure students have dedicated access to a technology device. Specifically, Kopperl used the 2012-13 Technology Lending Program (TLP) grant to provide 6—7th grade students with dedicate access to an iPad. Kopperl again will use the 2014-16 TLP grant to provide 2nd—5th graders with dedicated access to a Chromebook technology device. Kopperl uses IMA funds to purchase digital electronic instructional materials. Other funding sources for technology include REAP funds, E-Rate, local tax revenues, Texas Technology Allotment, Title I, Part A; Title II, Part A; and Title II, Part D funds, compensatory funds and state grant funds.

TEA Requirements Kopperl will adhere to the 11 TEA requirements (further noted in **bold**) specifically, the **goal** of the project is *to provide students, particularly economically disadvantaged students and those with learning disabilities, with new and extended-learning opportunities 24 hours a day, 7 days a week as part of a 21st century learning environment with priority focused on 2nd –5th grade and the core curriculum subjects levels.* The use of the Chromebooks and lending program will **align** with the online curriculum, the technology-driven instruction, and a 21st- century classroom management. The students will use the Chromebooks to access core and supplemental curriculum **electronic instructional materials**. The teachers have participated in technology-based **professional development** related to the use of Internet and electronic instructional materials. Though the professional development has occurred, teachers continue to participate in research-based professional development programs like Project Share using non-grant funds. The campus has a robust **technology infrastructure** including a local area network with Cat 5 wiring, hubs, switches and routers and 20 MB Internet. The entire campus including the library, common areas, classrooms and offices are Internet-ready through wired connections and numerous wireless access points (WiFi). The Chromebooks will come equipped with WiFi and 3G/4G **Internet Access** so students can have on-demand access while at home. The Technology Director will provide ongoing **tech support** to both the teachers and students. She will teach them how to use the device, will troubleshoot, and keep the Chromebooks in proper working condition with up-to-date operating software and will ensure the devices have filtering software so students do not visit inappropriate websites. The 2nd – 5th grade teachers will be responsible for **checking-out and checking-in the Chromebooks**. The Technology Director will adhere to district policies to **account for the technology**. Finally, students and their parents/guardian must sign a Technology Lending Agreement, which also must verify that students receiving Internet Access at home have demonstrated grade level mastery of the Digital Citizenship strand of the Technology Applications TEKS. It's important to note that Kopperl is **committed** to a technology lending program now and in the future. Through federal, state and local funding, Kopperl ISD will continue to expand the technology lending program into other grades. **Grant-Specific Criteria** This project meets the following grant-specific criteria: One or more campuses (Kopperl School) has an established technology lending program (4 pts) and One or more campuses (Kopperl School) is using electronic instructional materials in more than one foundation curriculum subject area (math, science, reading, ELA) (2 pts).

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 018-907			Amendment # (for amendments only):		
Program authority: General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; Texas Education Code, Chapter 31, Section 31.021(f) and Chapter 32					
Grant period: October 1, 2014, to August 31, 2016			Fund code: 410		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #8	Professional and Contracted Services (6200)	6200	\$15,360	\$0	\$15,360
Schedule #9	Supplies and Materials (6300)	6300	\$8,800	\$0	\$8,800
Schedule #10	Other Operating Costs (6400)	6400	\$4,200	\$0	\$4,200
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$29,400	\$0	\$29,400
Total direct costs:			\$57,760	\$0	\$57,760
Percentage% indirect costs (see note):			N/A	\$0	\$0
Grand total of budgeted costs (add all entries in each column):			\$57,760	\$0	\$57,760
Administrative Cost Calculation					
Enter the total grant amount requested:					\$57,760
Percentage limit on administrative costs established for the program (15%):					× .15
Multiply and round down to the nearest whole dollar. Enter the result.					\$8,664
This is the maximum amount allowable for administrative costs, including indirect costs:					

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 018-907

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	\$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	\$
62XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply:	\$
	<input type="checkbox"/> Salaries/benefits <input type="checkbox"/> Other:	
	<input type="checkbox"/> Networking (LAN) <input type="checkbox"/> Other:	
	<input type="checkbox"/> Computer/office equipment lease <input type="checkbox"/> Other:	
	<input type="checkbox"/> Building use <input type="checkbox"/> Other:	
	<input type="checkbox"/> Copier/duplication services <input type="checkbox"/> Other:	
	<input type="checkbox"/> Telephone <input type="checkbox"/> Other:	
	<input type="checkbox"/> Administrative <input type="checkbox"/> Other:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$

Professional Services, Contracted Services, or Subgrants Less Than \$10,000

#	Description of Service and Purpose	Check If Subgrant	Grant Amount Budgeted
1		<input type="checkbox"/>	
2		<input type="checkbox"/>	\$
3		<input type="checkbox"/>	\$
4		<input type="checkbox"/>	\$
5		<input type="checkbox"/>	\$
6		<input type="checkbox"/>	\$
7		<input type="checkbox"/>	\$
8		<input type="checkbox"/>	\$
9		<input type="checkbox"/>	\$
10		<input type="checkbox"/>	\$
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:			

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000

Specify topic/purpose/service: Internet Access		<input type="checkbox"/> Yes, this is a subgrant
Describe topic/purpose/service: Internet Access for those students who don't already have Internet at home		
Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
1	Contractor's payroll costs # of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services	\$
	Contractor's supplies and materials	\$15,360
	Contractor's other operating costs	\$
	Contractor's capital outlay (allowable for subgrants only)	\$
Total budget:		\$15,360

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Schedule #8—Professional and Contracted Services (6200)

County-District Number or Vendor ID: 018-907

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

2	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
3	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
4	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
5	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	

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Schedule #8—Professional and Contracted Services (6200)

County-District Number or Vendor ID: 018-907

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

6	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
7	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
8	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$	
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		\$	
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:		\$	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$15,360	
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$	
(Sum of lines a, b, c, and d) Grand total		\$15,360	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 018-907

Amendment number (for amendments only):

Expense Item Description

63XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply:					Grant Amount Budgeted	
	<input type="checkbox"/>	Print shop fees	<input type="checkbox"/>	Technology-related supplies			
	<input type="checkbox"/>	Postage	<input type="checkbox"/>	Other:			
	<input type="checkbox"/>	Copy paper	<input type="checkbox"/>	Other:			
6399	Technology Hardware—Not Capitalized					Grant Amount Budgeted	
	#	Type	Purpose	Quantity	Unit Cost		
	1	Charging Carts	Charge Chromebooks when not is use	4	\$2,200		
	2				\$		
	3				\$		
	4				\$		
	5				\$		
6399	Technology software—Not capitalized					\$	
6399	Supplies and materials associated with advisory council or committee					\$	
Subtotal supplies and materials requiring specific approval:					\$		
Remaining 6300—Supplies and materials that do not require specific approval:					\$		
Grand total:					\$8,800		

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 018-907				Amendment number (for amendments only):	
Expense Item Description					Grant Amount Budgeted
64XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be used by ESC when ESC is the applicant. Check all that apply:				\$
	<input type="checkbox"/>	ESC-owned vehicle usage	<input type="checkbox"/>	Other:	
	<input type="checkbox"/>	Insurance	<input type="checkbox"/>	Other:	
6411	Out-of-state travel for employees (includes registration fees)				\$
	Specify purpose:				
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.				\$
	Specify purpose:				
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)				\$
	Specify purpose:				
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations				\$
	Specify purpose:				
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees				\$
	Specify purpose:				
6429	Actual losses that could have been covered by permissible insurance				\$
6490	Indemnification compensation for loss or damage				\$
6490	Advisory council/committee travel or other expenses				\$
6499	Membership dues in civic or community organizations (not allowable for university applicants)				\$
	Specify name and purpose of organization:				
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)				\$
	Specify purpose:				
Subtotal other operating costs requiring specific approval:					\$
Remaining 6400—Other operating costs that do not require specific approval:					\$4,200
Grand total:					\$4,200

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #11—Capital Outlay (6600/15XX)

County-District Number or Vendor ID: 018-907

Amendment number (for amendments only):

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669/15XX—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX/15XX—Technology hardware, capitalized				
2	Chromebook with carrying case	70	\$420	\$29,400
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX/15XX—Technology software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX/15XX—Equipment, furniture, or vehicles				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life				
29				\$
Grand total:				\$29,400

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 018-907

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:**70 students in grades 2nd—5th**

Category	Number	Percentage	Category	Percentage
African American	0	0%	Attendance rate	94.9%
Hispanic	6	8%	Annual dropout rate (Gr 9-12)	NA
White	63	90.2%	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	69%
Asian	0	0%	TAKS commended 2011 performance, all tests (sum of all grades tested)	7%
Economically disadvantaged	49	69.9%	Students taking the ACT and/or SAT	NA
Limited English proficient (LEP)	3	1.2%	Average SAT score (number value, not a percentage)	NA
Disciplinary placements	2	0.7%	Average ACT score (number value, not a percentage)	NA

Comments

Kopperl School is identified as Title 1 Schoolwide & rated Academically Acceptable Campus in 2011 based upon the TEA Academic Excellence Indicator System (AEIS) Report. Of the 70 students participating in the project:

- 20% are identified as at-risk
- 22% are highly-mobile
- Economically disadvantaged and at-risk students are low performers on state assessment tests when you compare their scores to the general population
- Campus does not have the appropriate numbers of handheld devices (laptops/iPads/iPod touches) in place to lend to all students for home use
- Not all students have a computer or handheld device at home
- 23% of students do not have Internet Access at home
- Not all students meet the technology proficiencies as measured by the Technology TEKS
- Kopperl School is Developing in the areas of Teaching and Learning and in Educator Preparation according to their 2013-14 STaR Chart report

Part 2: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public				20	20	15	15								70
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:				20	20	15	15								70

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Schedule #13—Needs Assessment

County-district number or vendor ID: 018-907

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Planning for the KISD lending project for 2nd – 5th grade involved a comprehensive needs assessment process led by the Technology Leadership Team (TLT). They reviewed K-12 student data, the district and campus technology infrastructure, and professional development data. They used the data to pinpoint strengths and weakness, identify specific needs as well as prioritize campuses, subject areas, and grade levels. The needs assessment process was also used to develop the project goals, activities, and the budget.

In evaluating K-12 student demographics and student academic performance using the 2011-12 Academic Excellence Indicator System (AEIS) Report from the TEA website, the TLT identified that the 2nd—5th graders have the largest concentration of economically disadvantaged, at-risk, highly-mobile students, and students with learning disabilities. The same group of 2nd–5th graders are low performers on TPRI, DIBELS, and STAAR assessments. In reviewing the Technology Application TEKS, the TLT also found that not all of the 2nd—5th graders are proficient in the Technology Applications TEKS.

In evaluating the technology infrastructure within KISD, Kopperl School, the classrooms, and students' home, the TLT identified that K-5 students do not have access to a handheld device in the classroom and there are no handheld devices available to lend to the K-5th graders. With the demographic, academic, and technological discrepancies that exist among the 2nd—5th graders, the TLT recommended the Kopperl administrators survey the 2nd—5th grade students to determine how many do not have Internet access at home. The administrators surveyed the 2nd -5th graders and found that of the 70 students surveyed, 23% do not have Internet access at home.

In evaluating the professional development, the TLT noted that ALL K-12 teachers have participated in professional development activities that support teachers' knowledge, skills and capacity to fully integrate advanced technologies into curricula and instruction and use those technologies on a daily basis to 1) create new learning environments, 2) access and retrieve Internet-based learning resources to develop curricula and instructional materials; 3) teach effectively in the online environment; and 4) lead to improvements in the classroom instruction in the core academic subjects that effectively prepare students to meet challenging State academic content standards including increasing student technology literacy and student academic standards.

After collecting and analyzing data, the TLT noted that because KISD consists of only one campus, Kopperl School received priority to participate in the grant. In prioritizing grade levels within Kopperl School, the TLT determined that 2nd – 5th grade should receive priority because of their large percentages of economically disadvantaged, at-risk, and highly-mobile students as well as students with learning disabilities, along with low achievement rates; limited proficiency in the Technology TEKS; limited access to handhelds in the classroom; no devices available to lend for home use; and limited Internet access at home.

In evaluating the subject areas to target, *research indicates that students in 2nd-5th grade need a strong educational foundation in the four core curriculum areas of math, science, reading, and ELA.* In addition these grades have access to newly adopted digital core curriculum in which to build strong background knowledge and skills. For those reasons, Kopperl has chosen to target the four core curriculums.

Though technology is limited in 2nd – 5th grade, the TLT determined that technology is in place within the campus and a current lending program exists. The first-ever lending program was established using a 2008 Target Tech in Technology (T3) grant in which iPods were purchased for 7th and 8th graders to use at school and at home. In 2012, the district received a 2012-13 Technology Lending Program grant to purchase two iPad mobile carts for grades 6 & 7. There is an iPad lab dedicated for 9th grade biology and one iPad lab is used as a computer lab. The iPads are used during school, but only the 6th, 7th and 9th grade can check-out iPads and 7th and 8th graders can check-out iPods through the existing KISD lending program. It's also important to note that 12th graders are allowed to Bring Their Own Device. The campus has a robust technology infrastructure including a local area network with Cat 5 wiring, hubs, switches and routers and 20 MB Internet. The entire campus including the library, common areas, classrooms and offices are Internet-ready through wired connections and numerous wireless access points (WiFi). Digital instructional materials have been adopted for all of the core courses. Because only 6th, 7th, 8th and 9th grade participate in the lending program there is a need to purchase additional handheld devices to expand the lending program into additional grades.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 018-907

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Need handheld technology devices as an educational tool to address large percentages of 2 nd - 5 th grade students who are economically disadvantaged, at-risk, highly mobile, have learning disabilities, and are low performers on assessments	Technology Lending Program (TLP) grant will provide KISD with the financial resources to purchase Chromebooks for classroom use and as part of a home-lending program for 2 nd –5 th grade students to improve students' academic achievement and technology literacy as measured by assessments
2.	Need for 2 nd –5 th grade students to have the daily opportunity to checkout handheld technology devices for on-demand access to digital electronic materials as part of new and extended 24/7 learning opportunities	TLP funds will purchase Chromebooks for 2 nd –5 th grade student, including economically disadvantaged, at-risk, and highly-mobile students and students with learning disabilities can check-out a Chromebook for on-demand access to digital instructional materials while at home.
3.	Need for handheld devices to access the Internet while at home	The Chromebooks will come equipped with access to the Internet so students can access the Internet while at home.
4.	Need to build a strong background knowledge in the core curriculum areas in 2 nd –5 th grade so ALL students, regardless of their socio-economic status or learning disabilities, can possess the knowledge and skills necessary to excel in the rigorous core courses and assessments as they progress from grade to grade.	Instruction and curriculum will combine Chromebooks with TEKS aligned technology-based supplemental curriculum to improve student achievement among all students including those in subgroups (economically disadvantaged, at-risk, with learning disabilities, and highly mobile) in the core content areas as measured by benchmark and state assessments.
5.	Need to increase the number of students who demonstrate proficiency on the Technology Applications TEKS for their grade level.	Chromebooks combined with TEKS aligned technology-based curriculum will allow for: <ul style="list-style-type: none"> • greater levels of student interest, inquiry, analysis, collaboration, creativity, and content production; • students demonstrating proficiency on the Technology Applications TEKS; and • Campus STaR chart rating improve from Developing Tech to Advanced Tech.

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Schedule #14—Management Plan

County-district number or vendor ID: 018-907

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	District-Level Coordinator	Superintendent, Kenneth Bateman, is a highly-educated and well-qualified leader who brings 45 years of educational experience to the project. He was a classroom teacher for 7 years; a Principal for 4 years; and has served as an Assistant Superintendent/Superintendent for the past 33 years. Mr. Bateman's credentials include a Bachelor's Degree and Masters of Education in Administration. He possesses a Mid-Management and Superintendent Certificate.
2.	Project Director	Principal, Katrina Adcock, brings a wealth of classroom knowledge as an experienced campus administrator to the project. She has been the Principal for 6 years and prior to that was a Reading Coach and classroom teacher. She has a Bachelor's Degree, a Master's in Education Administration with certifications in elementary self-contained, elementary history, and elementary reading, Mid-Management and Superintendency.
3.	Technology Director	Technology Director, Cindy Vanlandingham, has served as the Technology Director at Kopperl ISD for the past 7 years. She successfully manages all aspects of the network and supports the teachers and students' use of technology.
4.	Business Manager	Business Manager, Linda Broome, has successfully managed numerous Federal and State grants with fidelity. This project will be no different.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Project Management	1. Spend 50% of grant funds	10/01/2014	02/01/2015
		2. Spend 100% of grant funds	10/01/2014	08/31/2015
		3. Provide KISD School Board with grant related reports	10/01/2014	08/31/2016
		4. File budget amendments and reports with TEA	10/01/2014	08/31/2016
2.	Chromebook Implementation	1. Order 70 student Chromebook with WiFi capabilities, 3G/4G data plan and wireless routers	10/01/2014	10/31/2014
		2. Chromebook Rollout meeting with parents	11/01/2014	11/15/2014
		3. Student use Chromebooks to access core and supplemental digital instructional materials and the Internet	11/16/2014	08/31/2016
3.	Extended Learning Opportunities	1. Students checkout Chromebooks for on-demand home use to access core and supplemental digital instructional materials and the Internet	11/16/2014	08/31/2016
4.	Evaluation	1. Number and % of students who checked out Chromebooks	10/01/2014	08/31/2016
		2. Number and % of economically disadvantaged students and students with learning disabilities participating in the lending program	10/01/2014	08/31/2016
		3. Number and % of economically disadvantaged students who had access to the Internet at home	10/01/2014	08/31/2016
		4. 1:1 ratio of Chromebooks to students	10/01/2014	08/31/2016
		5. Number and names of courses using digital content		
		6. Titles of digital materials used within courses as part of the technology lending program	10/01/2014	08/31/2016
		7. Number and % of teachers who leveraged electronic instructional materials	10/01/2014	08/31/2016
		8. Number and % of participating students who are proficient on the Technology Applications (TEKS) for their grade level	10/01/2014	08/31/2016

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 018-907

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Technology Leadership Team will meet monthly to determine the extent to which the lending program activities are being implemented as planned; how effective the activities are in meeting the stated goals and objectives; and what impact the project is having on the program participants. As part of the evaluation process, the TLT will continuously:

- 1) Solicit feedback.
- 2) Monitor the extent to which activities of the project were implemented as planned.
- 3) Assess the effectiveness of the activities in achieving the goals and objectives of the project and in meeting performance measurements.
- 4) Monitor and assess the impact of the project activities on all participants.
- 5) Extent to which the performance targets were met.
- 6) Provide ongoing monitoring which leads to reflective thinking, program change and continuous improvement.

KISD Administrators are firm in their belief that no district or campus programs, activities, policies or procedures are sacred cows. All can and will be changed based upon the findings of student data. The TLT will make adjustments to the lending program based on student data. All changes made at TLT meetings will be communicated to the teachers at monthly campus meetings. At these campus meetings, the administrators will articulate clear expectations, roles and responsibilities and keep all teachers informed of all grant timelines and activities and will solicit comments, suggestions and feedback from the teachers to ensure continuous improvement in the operation of the project. In addition to face-to-face meetings, administrators will also communicate with teachers online through emails and the KISD website. Students and their parents will also have an opportunity to provide comments, suggestions and feedback regarding the project activities at school-sponsored meetings or through email correspondence with administrators. It is the ongoing support of the teachers, students and parents that will ensure the technology lending program initiative at Kopperl School is a success and can be replicated among other small, rural districts serving large percentages of economically disadvantaged students, at-risk, and highly-mobile students and students with learning disabilities.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

KISD has successfully coordinated local, state, and federal funds to establish a technology lending program that continues to exist today. Using federal and local funds, a robust technology infrastructure was put in place. Following that, the first-ever lending program was established using a 2008 Target Tech in Technology (T3) grant in which iPods were purchased for 7th and 8th graders. In 2012, the lending project was expanded when the district received a Technology Lending Program grant to purchase iPads for grades 6-7. Then the district used local funds and REAP funds to purchase an iPad cart for 9th grade biology class and home use. The 12th graders are also allowed to Bring Their Own Device to School. Kopperl has also successfully coordinated and maximized funds and this project will be no different. For this project, the district uses Instructional Materials Allotment funds to put in place online digital materials and is proposing to use the 2014-16 Technology Lending Program grant to expand the lending program into the 2nd -5th grade. KISD takes great pride in coordinating state and federally funded programs to maximize funds and provide as many successful programs and services as possible. Furthermore, the coordination of these funds will enable KISD to implement the lending grant activities in a timely manner, and in a process that will be most beneficial to the students. Kopperl ISD has other resources such as technology, district website, computer labs, video conference capabilities, and the campus meets all the accessibility requirements for children and families with special needs. The Superintendent and Board of Trustees are committed to this project now and in the future and will allocate funding and resources to upgrade technology, educational tools, and materials to keep pace with the educational changes, technological changes, as well as parent and community expectations. They will also allocate funding for curriculum, instruction, technology, professional development, special programs, student support programs, and supplemental programs. They can do this because they have a history of successfully implementing programs and services.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 018-907

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Document implementation timelines -- Technology Director's Report	1.	Chromebooks ordered and available for check-out
		2.	Home Internet access available on all Chromebooks
		3.	Online digital core curriculum accessible through Chromebooks
2.	Document budget expenditures -- Financial reports	1.	Spend 50% of grant funds by 02/01/2015
		2.	Spend 100% of grant funds by 08/31/2015
3.	Evaluate student academic data	1.	Improve performance on TPRI for 2 nd graders by 10%
		2.	Improve performance on DIBELS for 2 nd –4 th graders by 10%
		3.	Improve performance on STAAR Assessment for 3 rd –5 th graders by 10%
		4.	Increase the number of students who are proficient on the Technology Applications TEKS by 10%
4.	Evaluate student use of Chromebooks -- Classroom observations; -- Chromebook checkout logs;	1.	100% of Chromebooks used daily at school by 2 nd –5 th graders
		2.	100% of 2 nd –5 th grade students checkout a Chromebooks for home use
		3.	Meet 1:1 student/Chromebook ratio in 2 nd –5 th grade
		4.	Move from Developing Tech to Advanced Tech on the Campus STaR chart

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Technology Leadership Team will develop a qualitative and quantitative data-gathering process for precise measurement. Data will be collected throughout the project period and will include:

- 1) Number and percent of students (by grade level) who checked out the Chromebooks
- 2) Number and percent of economically disadvantaged students and students with learning disabilities participating in the technology lending program
- 3) Number and percent of economically disadvantaged students who had access to the Internet while at home
- 4) 1:1 ratio of technology devices to students
- 5) Number and names of courses using digital content
- 6) Titles of digital materials used within courses as part of the technology lending program grant
- 7) Number and percent of teachers who leveraged electronic instructional materials to students as a result of the technology lending program
- 8) Number and percent of participating students who demonstrate proficiency on the Technology Applications Texas Essential Knowledge and Skills (TEKS) for their grade level at the beginning and end of each year of the grant period.

Implementing a technology lending program means that from time-to-time, policy issues may arise that needs to be addressed. Possible issues such as transfer of students between districts, class sizes, meeting the needs of students with learning disabilities and 504 students, administering assessments, grading policies, qualification of teachers, continued staff development of teachers and administrators, and copyright laws. Issues will be identified at Technology Leadership Team meetings. The issues will then be discussed with appropriate solutions identified in a timely manner. Some changes that are made will be communicated through letters home, meetings, emails, or the district website. Other changes to policies may need to be adopted by the Board of Trustees. Program deficiencies identified by the Technology Leadership Team will be used to make modifications as necessary in the interest of successfully achieving project goals and satisfaction of all stakeholders. The Project Director will generate a final evaluation report of the successful implementation of the goals, objectives, and activities of the project.

Kopperl agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. Kopperl will develop appropriate systems and processes to collect and report the required data.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 018-907

Amendment # (for amendments only):

Statutory Requirement 1: Applicant must describe how it will use funds to implement or enhance a technology lending program to loan students the equipment necessary to access and use electronic instructional materials. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Using Technology Lending Program (TLP) grant funds in the amount of \$57,760, Kopperl ISD will enhance the existing technology lending program that is in place by expanding the lending program into the 2nd—5th grade. TLP grant funds will purchase Chromebooks with carrying case, charging carts, home Internet access, and insurance for the Chromebooks. Specifically:

- \$29,400 – 70 Chromebooks with carrying case will be purchased for 2nd—5th grade students to use the Chromebooks at school and at home to access a variety of digital electronic materials for project-based and enrichment learning.
- \$8,800 – 4 charging carts will be purchased to charge Chromebooks when not in use
- \$15,360 will pay for monthly 3G/4G data plans and wireless routers so students who do not have Internet at home can access the Internet while at home.
- \$4,200 will be used to purchase insurance for the Chromebooks. The insurance coverage may include accidental damage, liquid damage, theft, fire, vandalism, and natural disasters.

All equipment purchased through the Technology Lending Program grant funds will be the property of Kopperl ISD

Using lessons learned from previous technology immersion projects, KISD developed a timeline to purchase the items on-time and within budget.

- Chromebook will be ordered in October 2014 and be in the hands of the students for checkout in November 2014.
- By November 2014, all digital electronic materials such as online curriculum in the areas of math, science, Reading, and ELA along with productivity, communication, and presentation software such word processing, spreadsheet, presentation, and Internet browsing will be available on the Chromebooks. Google Apps, and e-mail software will also be accessible. All of these online educational tools will support individual project-based and enrichment learning.
- Spend 50% of the grant funds by February 1, 2015.
- Spend 100% of the grant funds by August 31, 2015

Kopperl will only use Technology Lending Program funds to supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. In addition, no state or local funds may will be decreased or diverted for other purposes merely because of the availability of the Technology Lending Program funds. ALL program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 018-907

Amendment # (for amendments only):

Statutory Requirement 2: If the applicant has already purchased, or is also purchasing, lending equipment through other funding sources such as the Instructional Materials Allotment, the applicant must describe how equipment from all funding sources will be used in a cohesive manner to support efforts to ensure students have dedicated access to a technology device. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Kopperl ISD is not using funding through the Instructional Materials Allotment (IMA) to purchase lending equipment. Funds provided under the IMA are insufficient for Kopperl to purchase enough lending technology for every student who needs dedicated access to a device. Instead, Kopperl ISD will use the Technology Lending Program to purchase lending equipment. Kopperl ISD has used IMA funds to move from traditional textbooks to 21st century online instructional curriculum. The math, science, reading, and ELA curriculum are now available in online versions for use with electronic handheld devices. Kopperl is committed to using online instructional curriculum in lieu of traditional textbooks and looks forward to using Google Educational Apps as a supplement to the online core curriculum adopted by the KISD Board of Trustees.

It is important to note that Kopperl has a successful history of coordinating and maximizing their technology dollars from a variety of funding sources to better serve the educational and technological needs of their teachers and students. In 2008, Kopperl ISD received a Target Tech in Technology (T3) grant funds to purchase iPod Touches for the 7-8 grade students. In 2012, the district received it's first-ever Technology Lending Program grant to purchase iPads for grades 6-7. Shortly thereafter, the district used local funds and REAP funds to purchase an iPad cart for 9th grade biology class and an iPad cart for a computer lab. It's important to note the 9th grade iPads are also available for student check-out and 12th graders can Bring Their Own Device to school.

Though Kopperl is only using Technology Lending Program funds to purchase the 2nd-5th grade lending equipment, The district will continue to leverage funds from funding sources like the Technology Lending Program grant, E-Rate, local tax revenues, Texas Technology Allotment, the Instructional Materials Allotment (IMA), Title I, Part A; Title II, Part A; and REAP funds. It is these funds that are used to purchase technology infrastructure, technology components for classrooms, online curriculum, and diagnostic assessments. By leveraging these funds with the Technology Lending Program funds, Kopperl can put technology and digital content into the hands of students to ensure 24/7 on-demand access to educational information to ensure that no child is left behind.

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 018-907

Amendment # (for amendments only):

TEA Program Requirement 1: Applicant must describe how the lending program aligns with existing mission and goals of the public school district or open-enrollment charter school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The goal of this lending project is to provide students, including economically disadvantaged students and those with learning disabilities, with new and extended-learning opportunities 24 hours a day, 7 days a week as part of a 21st century learning environment.

The KISD lending project was developed to align with the district goals of:

- *promoting innovation and educational excellence in Kopperl's public schools;*
- *engaging each and every student through the use technology and extended learning opportunities; and*
- *achieving TARGET TECH level on the campus STaR chart.*

The KISD lending project specifically aligns with the goals of *promoting innovation and educational excellence and engaging each and every 2nd – 5th grade student through the use of technology and extended learning opportunities* as the lending project will:

- *Create a 21st Century Learning Environment* using Chromebooks, online core and supplemental digital instructional materials and resources, and access to the Internet
- *Target High-Need Students* such as economically disadvantaged, at-risk, highly mobile students and students with learning disabilities to ensure they have access to the same educational tools as other students
- *Extend Classroom Learning Into the Home* for learning opportunities 24 hours a day, 7 days a week; to increase student interest, inquiry, analysis, collaboration, creativity, and content production; to reinforce math, science, reading, and ELA skills taught during the school day; to provide differentiated instruction as some students will need academic acceleration while other students will need remediation; and to build technology literacy as part of meeting grade-level Technology TEKS
- *Integrate Innovative Project-Based Learning* using text, graphics, images, sound, video and Google Educational Apps as part of enrichment activities for individual learning, especially for those students with learning disabilities
- *Assess Academic Performance* using online digital curriculum assessments and benchmark assessments aligned with State challenging standards including the core curriculum TEKS, Technology Application TEKS and STAAR assessments.

The KISD lending project will align with the goal of *achieving TARGET TECH level on the campus STaR chart as the lending program* successfully encompasses the four (4) areas of Teaching and Learning; Educator Preparation and Development; Leadership, Administration and Instructional Support; and Infrastructure for Technology. Specifically,

- *Teaching and Learning* -- Chromebooks will be used for on a regular basis for online learning in the core content areas, which are aligned with the core curriculum TEKS and allow students to master the Technology Application TEKS;
- *Educator Preparation and Development* -- Using local non-grant funds, teachers will participate in ongoing professional development in order to possess the knowledge, skills and capacity to fully integrate advanced technologies into curricula and instruction and use those technologies on a daily basis
- *Administration and Instructional Support* -- District and campus administrators have a vision and passion for the district and campus; engage in ongoing planning; must provide instructional support; engage in communication and collaboration; budget funds for technology components; and support online learning;
- *Infrastructure for Technology* -- The lending program builds the local infrastructure capacity as it puts Chromebooks in the hands of the students to access the Internet and electronic whiteboards, the local area network and distance learning networks, all with support of a Technology Director.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 018-907

Amendment # (for amendments only):

TEA Program Requirement 2: Applicant must describe how it will prioritize campuses with the highest need for a technology lending program. Applicant must also describe how it will ensure access to lending equipment and residential access to the Internet among students who have the greatest need. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Kopperl ISD consists of one school, Kopperl School, which serves 246 students grades PreK-12. Because Kopperl ISD is a single-campus district there is only one campus eligible to participate.

With 69.9% economically disadvantaged; 20.7% at-risk; 22.6% highly-mobile students; and students with learning disabilities, the district is well aware that these students have the greatest need AND unfortunately have limited opportunities to access technology once they are away from the school. Kopperl is a very small community and there are no educational safety nets for students. There is no Sylvan Learning Center or Boys or Girls Club for children. All educational activities within the community take place at Kopperl School.

Because the school is the sole education provider, it will purchase 70 Chromebooks to ensure 2nd—5th students have educational and technology tools to use in the classroom and check-out for home use.

As for residential access, Kopperl will purchase Chromebooks equipped with WiFi, along with wireless routers, and a 3G/4G data plan so the students can use the Chromebooks at home for anytime, anywhere extended learning. While at home students can drill, practice and reinforce the skills taught during the school day. They can also work on class assignments and project-based learning enrichment activities. If a student lives in a rural and remote area where AT&T's 3G/4G service is not accessible then the district will work directly with the students' and their parents on a case-by-case basis to determine the best way to provide the student with home access.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 018-907

Amendment # (for amendments only):

TEA Program Requirement 3: Applicant must describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Through the lending program, learning at Kopperl ISD doesn't stop when the school bell rings at 3:30. Instead, new and extended learning is available at home and the lending program is aligned with the current curriculum, instruction, and classroom management.

The lending program is aligned with the online curriculum recently adopted by KISD Board of Trustees. The traditional textbooks have been replaced with online curriculum by Harcourt, Renaissance Learning, Reasoning Minds, Study Island and PLATO. While at home, students will be expected to access the same online curriculum as used during the school day. In addition, teachers will require students to access supplemental curriculum such as educational websites found on the Internet and Google Educational Apps.

The lending program is designed to align with classroom instruction as teachers will seamlessly integrate the Chromebooks into the instructional process. Teachers will develop classroom lessons that include the use of Chromebooks and online curriculum and where the classroom learning is extended beyond the regular school day. Students will be required to use Chromebooks for new and extended-learning lessons through project-based and enrichment learning activities that take place at home. The technology-based lessons will be innovative as they:

- Integrate text, graphics, images, sound and video into the project-based enrichment lessons to provide individual instruction, especially for those students with learning disabilities.
- Allow for great levels of student interest, inquiry, analysis, collaboration, creativity, and content production through educational websites.
- Access online curriculum and build background knowledge in the core curriculum areas of math, science, reading, and ELA.
- Access Google Apps and educational websites to provide differentiated instruction for diverse learners, some of who will need academic acceleration or remediation on a daily basis.
- Access online curriculum that is aligned with State challenging standards including the core curriculum TEKS and STAAR assessments.
- Use online curriculum, educational website and Google Apps to build technology literacy as measured by the Technology Application TEKS.

The lending project, including the use of electronic instructional materials, is also aligned with and incorporated into the District approved 2013-14 Technology Plan on file with TEA.

Having a lending programs means that the classroom management policies and procedures also apply beyond the school doors. Students will be required to adhere to classroom management will using the Chromebooks at home.

Kopperl ISD School Board has approved a number of policies and procedures that are in place as part of the campus technology lending program. An Internet Policy and Acceptable Use (AU) Policy outline acceptable use of the Internet and handheld devices along with consequences for violating the policies. These policies also address classroom management with regards to the use of handheld devices and the Internet in the classroom. According to research, Of all the possible variables, classroom management has the largest impact on student achievement (Marzano, 2003).

The classroom management policies emphasize that the classroom is a learning environment and students are accountable for their actions. While at home students are expected to be accountable for their actions. If a student uses the Chromebook for purposes other than educational, they will lose check-out privileges. Students and their parents will be required to have a printed copy of all lending programs forms and will be required to sign the forms and acknowledge they understand the rules, procedures, and consequences for not following policies and procedures. Students will be disciplined for inappropriate home-use just as they would be disciplined at school.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 018-907

Amendment # (for amendments only):

TEA Program Requirement 4: Applicant must describe how it is using electronic instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Kopperl ISD Board of Trustees have adopted the following electronic instructional materials to replace traditional textbooks. The electronic materials are to be used during the timeframe of this grant and beyond for the following grade levels and foundation subject areas.

<u>2nd Grade</u>	<u>3rd Grade</u>
Harcourt Math & Science	Harcourt Math & Science
Renaissance Learning -STAR Math	Renaissance Learning -STAR Math
Renaissance Learning -STAR Reading	Renaissance Learning -STAR Reading
Reasoning Minds	Reasoning Minds
Study Island	Study Island
PLATO	PLATO
<u>4th Grade</u>	<u>5th Grade</u>
Harcourt Math & Science	Harcourt Math & Science
Renaissance Learning -STAR Math	Renaissance Learning -STAR Math
Renaissance Learning -STAR Reading	Renaissance Learning -STAR Reading
Reasoning Minds	Reasoning Minds
Study Island	Study Island
PLATO	PLATO

Minutes from the IMA meetings as well as documentation from the Textbook Division of TEA document that KISD has adopted the digital textbooks mentioned above. (Renaissance Learning, Reasoning Minds, Study Island and PLATO provides students with & acceleration/advancement).

This online curriculum is accessible in the classrooms, throughout the campus, and at home using the new Chromebooks. The online curriculum will be integrated into the curricula and instruction by the teachers to address differentiated instruction needs for the diverse learners, some of who will need academic remediation, acceleration, extended learning and enrichment on a daily basis to build background knowledge in math, science, reading and ELA to reach challenging academic standards. Other technology components such as whiteboards will also be integrated into the curricula and instruction for the teacher to use for individualized instruction, specifically, the above-mentioned electronic instructional materials will be:

- Infused into classroom and home lessons and aligned to TEKS curriculum standards
- Include student assessment strategies that leverage technology components
- Use for teaching and learning across the core curriculum
- Used to support problem based learning in the classroom and at home
- Used to support the development of higher order thinking skills, multiple intelligences, differentiated instruction, and brain-based learning

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 018-907

Amendment # (for amendments only):

TEA Program Requirement 5: Applicant must describe professional development for teachers in the use of electronic instructional material that has already occurred or will occur within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation. Note: Any professional development that is provided within the grant period must be provided with non-grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

KISD's professional development framework is designed around the premise that educators must develop new learning environments that utilize technology as a flexible tool where learning is collaborative, interactive and customized for the individual learner; and educators must fully integrate the appropriate technology throughout all curriculum and instruction. The KISD teachers continually participate in high-quality, research-based professional development activities that ensure the effective use of technology and digital content and full integration of technology and digital content across subject and grade levels and to further the implementation of the Technology Applications TEKS and the acquisition of SBEC Technology Application standards by all educators. All professional development activities are based on the disaggregation of data to determine the academic performance gaps of students.

The 2nd – 5th grade teachers participating in the lending project have already participated in training on the digital Harcourt core basal along with the following supplemental curriculum: Renaissance Learning (STAR Math & STAR Reading) Reasoning Minds, PLATO, and Study Island. Using Chromebooks and the core and supplemental online curriculum, the teachers will possess the knowledge, skills and capacity to fully integrate advanced technologies into curricula and instruction and use those technologies on a daily basis to 1) create new learning environments, 2) access and retrieve Internet-based learning resources to develop curricula and instructional materials; 3) teach effectively in the online environment; and 4) lead to improvements in the classroom instruction in the core academic subjects that effectively prepare students to meet challenging State academic content standards including increasing student technology literacy and student academic standards.

It is important to note that teachers will continue to receive ongoing pedagogical support, coaching, mentoring, through one-on-one support and small cadres of teachers. All training conducted will be paid for with non-grant funds.

TEA Program Requirement 6: Applicant must describe how infrastructure is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Having a robust technology infrastructure for teacher and student use is very important to Kopperl ISD. The district has put in place a strong technology infrastructure throughout the single-campus that includes a local area network with Cat 5 wiring, hubs, switches and routers. The 20 MB Internet Service is delivered by the Internet Provider, Edlink12, which is part of the Region 12 Education Service Center. The entire campus including the library, common areas, classrooms and offices are Internet-ready through wired connections and numerous wireless access points (WiFi). This technology infrastructure gives the students the flexibility to use their Chromebooks anywhere on campus to access the Internet and a wide-array of online information as well as the digital curriculum that has been adopted by KISD.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 018-907

Amendment # (for amendments only):

TEA Program Requirement 7: Applicant must describe a plan for providing Internet access to the homes of students as needed. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Technology Leadership Team (TLT) extensively investigated Internet access to students' homes by surveying students to determine how many students have Internet access at home. From the initial assessment the district determined that 23% of 2nd—5th grade students do not have Internet access including dial-up or DSL. However, a more thorough assessment will be conducted at the beginning of the 2013-14 school year to verify which students do not have Internet access at home.

It's important to note that all Chromebooks purchased for the lending program will come equipped with WiFi for on-demand access to the internet for those students who already have Internet access at home. For those students who don't have Internet Access, their Chromebook will be 3G/4G capable for always-on access without relying on school networks.

KISD currently uses AT&T's 3G/4G plan as the Internet provider for those students who do not have Internet at home. Kopperl will continue to use AT&T for this project. If a student lives in a rural and remote area where AT&T's 3G/4G service is not accessible then the district will work directly with the students' and their parents on a case-by-case basis to determine the best way to provide the student with home access.

TEA Program Requirement 8: Applicant must describe how technical support is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Not only is technology in place, but a strong technical support system is in place as well. The 2nd—5th grade students will receive infrastructure and technical support from the KISD Technology Director. She will be responsible for providing students with daily assistance on how to use, operate, and troubleshoot the Chromebook. She will ensure students are able to access online digital instructional materials, the Internet, and Google Educational Apps while at school and at home.

The Technology Director will also support the students' Chromebooks with routine maintenance and software updates to ensure successful implementation of the lending program. In addition to supporting students' use of Chromebooks, the technology director is also responsible for maintenance and support of the Internet and local area network, which includes wiring, switches, hubs and routers. This includes basic making software upgrades to the infrastructure, basic troubleshooting, replacing old and obsolete equipment, and planning for future upgrades and network expansion.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 018-907

Amendment # (for amendments only):

TEA Program Requirement 9: Applicant must describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will be in charge of the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

KISD developed a well thought-out and carefully-crafted management plan where the grant will be administered using existing staff and non-grant funds. Specifically,

Superintendent will have final oversight and decision-making over the program and will meet with the principal, technology director and business manager on a regular basis to ensure the project activities are occurring on-time, within-budget and according to fidelity.

Campus Principal will serve as the Project Manager and will conduct classroom observations and review lesson plans to ensure teachers are integrating the Chromebooks, online curriculum and resources, and the Internet into the instructional process.

Technology Director will purchase Chromebooks, the data plan, and insurance on October 1, 2014 when the project period begins. She will organize the "2nd –5th Grade Chromebook Roll Out" by December 2014. She will ensure all digital instructional materials are accessible, and are interoperable with other technology components in the classroom and school. She will manage the local WiFi network, be responsible for accounting for all equipment, keep the equipment in good working condition, and provide the teachers and students with ongoing technical support.

Business Manager will be responsible for the financial management of the grant. She will maintain all financial according to local and TEA guidelines.

The check-out and check-in process will operate under the direction of the Technology Director. She will provide the 2nd –5th grade teachers with the form to document the students' name, the date of the check-out, the serial number of the Chromebook, and will have a place for the student to sign the form. The 2nd –5th grade teachers will be responsible for assigning a student a Chromebook using the Chromebook checkout form.

The procedures for maintenance of the technology lending equipment are outlined in the KISD Internet, Acceptable Use and Technology Lending Agreement policy. Students are responsible for the general care of the Chromebook they have been issued. The user policy provides students and parents with guidelines for taking care of the equipment which is listed as 1) Taking Care of Your Chromebook; 2) Carrying Chromebooks; 3) Screen Care for Your Chromebook. Chromebooks that are broken or fail to work properly must be taken to the library. Loaner Chromebooks may be issued to students when they leave their Chromebook for repair. The Technology Director will collect student Chromebooks at the end of the year for maintenance, cleaning, and software installation.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 018-907

Amendment # (for amendments only):

TEA Program Requirement 10: Applicant must describe how it will account for the technology lending equipment according to local policy, including providing insurance if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Kopperl ISD has policies and procedures in place to inventory and account for each piece of technology equipment purchased. According to Kopperl ISD Board Policy (CMB Legal) the District conducts an annual physical inventory of all currently adopted instructional materials that have been requisitioned by and delivered to the District. The results of the inventory shall be recorded in the District's files. Reimbursement and/or replacement shall be made for all instructional materials determined to be lost.

The accounting of the technology lending equipment will be entered into Kopperl's centralized asset management that typically accounts for all equipment in the district. Once the equipment is ordered and received, the Technology Director will assign a tracking number to each piece of equipment through a barcode system. The asset management system keeps a record of all technology equipment. The system also holds details of service schedules, maintenance records, and other information needed on each piece of equipment. The district believes that this is an efficient and effective way to keep track of when equipment need to be replaced, fixed, or maintained. In addition, it can be extremely valuable in case of an emergency.

Using TLP funds, Kopperl will purchase insurance for all Chromebooks. Kopperl understands that grant funds cannot be used to replace lost, stolen or damaged equipment.

TEA Program Requirement 11: Applicants must describe the development and implementation of a *Technology Lending Agreement* to be signed by parents or guardians of the students and by the student. The agreement must address responsible use and care of the equipment, responsible use of the district's digital resources, and responsible use of the Internet. The agreement may incorporate an existing *Responsible Use Policy* by reference. The Technology Lending Agreement must verify that students receiving Internet access at home have a demonstrated grade level mastery of the Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills (TEKS). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Kopperl ISD School Board has approved a number of policies and procedures that are in place as part of the campus technology lending program. An Internet Policy and Acceptable Use (AU) Policy outline acceptable use of the Internet and handheld devices along with consequences for violating the policies. These policies also require teachers to provide students with classroom opportunities to master the Digital Citizenship strand for their respective grade level.

The KISD Technology Lending Agreement in place addresses Responsible use and care of equipment; Responsible use of the district's digital resources; and Responsible use of the equipment and Internet while not at school. The lending agreement requires signatures of parents/guardians of each participating students and by the student participating in the program. The Lending Agreement has an assurance that students receiving Internet access at home have demonstrated grade-level mastery of the Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills (TEKS).

It is important to note the district considers home use of a Chromebook and Internet access to be a privilege. If the district determines a student is using his/her Chromebook and Internet for purposes other than educational or outlined in the Internet Policy, Acceptable Use Policy or Technology Lending Agreement, the district reserves the right to prohibit the student from checking-out Chromebooks. Implementation of the Technology Lending Agreement will be seamless. 2nd –5th grade Chromebooks will be purchased as soon as possible after the grant award and will be distributed to students during a "Chromebook Orientation." The Technology Director, will lead the mandatory "Chromebook Orientation" for parents and students. The AUP and the Technology Lending Agreement will be explained in detail to parents in both English and Spanish. Parents and students must sign the Acceptable Use Policy as well as the Technology Lending Agreement before a student can check-out a Chromebook for extended learning at home.

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